

# Content map

| Moving On – Unit 11                                 |  |   |   |  |
|---|--|---|---|--|
| Unit 11 Topics                                      | Vocabulary   | Structures  | CYCLE Structures and Topics                             | Picaro Games   |
| 1<br>Charlie's morning                              | <b>New</b> – after, before, break, busy, maths, on, playground, then<br><b>School</b>  | I'm always busy on Tuesday. Before school, I play football in the playground. Then I go to my music lesson.                                 | Adverbs and prepositions of time<br>Present simple      | 1 Trivia 2<br>2 Picture story<br>3 Colour me             |
| 2<br>The project                                    | <b>New</b> – clever, careful, difficult, easy, mistake, slow, 12, 20, 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90   | How was the maths test today, Charlie? It was easy, Tiny. Oh, you are really clever. I got 80 out of 100.                                   | Numbers 1–100<br>Adjectives<br>Past simple              | 1 Gong<br>2 Maze<br>3 Comic story                        |
| 3<br>Be careful                                     | <b>New</b> – back, gym, hurt, neck, shoulder, stomach<br><b>Adverbs</b> – carefully, quickly, slowly<br><b>Action verbs</b> – fall, jump, run<br><b>Parts of the body</b> – arm, feet, hand, head, leg   | Jamal is falling off the box. I didn't look carefully when I jumped on the box, Miss White. What's the matter with your leg?                | Body and health<br>Present simple<br>Present Continuous | 1 Picture drag<br>2 Hotspot click<br>3 Listen and type   |
| 4<br>How do you walk to school? (Review Topics 1–3) | <b>Topics 1–3 vocabulary</b>   | <b>Topics 1–3 structures</b>  |   | 1 Spelling bee<br>2 Which picture?<br>3 Odd one out      |
| 5<br>The shopping list                              | <b>Determiners</b> – some, any<br><b>Food</b> – bananas, cheese, coconut, coffee, grapes, onions, pasta, pears, soup, tea<br><b>Kitchen</b> – chair, cupboard, fridge, table   | Have we got any cheese? Yes, there's some cheese in the fridge. There isn't any coffee. There are lots of bananas. There aren't any apples. | some, any<br>Countable and uncountable nouns            | 1 Pelmanism<br>2 Where do I belong?<br>3 Which word?     |
| 6<br>How much are those?                            | <b>Food</b> – apples, beans, bananas, carrots, coconuts, grapes, onions, peas, pears, potatoes, watermelon<br><b>Numbers</b> – 20–100<br><b>Shopping</b> – coins, gold, market, silver   | How much are the apples? They're 25 silver coins each.  | Numbers 20–100<br>Food                                  | 1 Sign game<br>2 Match panic<br>3 Say the right thing    |
| 7<br>The barbecue                                   | <b>New</b> – barbecue, bottle, bowl, glass, plate<br><b>Food and drink</b> – chicken, bread, burger, juice, lemonade, milk, sausages, salad, tomatoes  | I've got lots of food for my barbecue. Who's got a plate of vegetables?   | Present simple  | 1 Feed the monster<br>2 Hotspot click<br>3 Colour me     |
| 8<br>Shopping for food (Review Topics 5–7)          | <b>Topics 5–7 vocabulary</b>   | <b>Topics 5–7 structures</b>  |   | 1 Hangman<br>2 Spot the difference<br>3 Jumbled sentence |
| 9<br>In the jungle                                  | <b>New</b> – above, ground, jungle, near, opposite<br><b>Animals</b> – crocodile, hippo, lizard, monkey, snake, parrot, tiger<br><b>Jungle words</b> – flower, leaves, river, plant, tree<br><b>Prepositions</b> – below, behind, between, in front of | The monkey is in the tree, above the tiger. The crocodile is behind the hippo.  | Prepositions of place<br>Present simple                 | 1 Gong<br>2 Where do I belong?<br>3 Cloze                |
| 10<br>A walk at night                               | afraid, black, little, fall over, flew, something<br><b>Night time vocabulary</b> – dark, moon, night, star, walk<br><b>Jungle animals</b> – bat, tiger  | There are lots of stars and there's the moon. He isn't climbing a tree. He's looking at the moon.   | Animals<br>The world around us<br>Present continuous    | 1 Pelmanism<br>2 Yes or no<br>3 Comic story              |

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| 11<br>What was the weather like?                 | <b>Days of the week</b><br><b>Weather</b> – cloudy, rain, rainbow, sunny, windy  | What was the weather like in the jungle?<br>On Monday it was very hot and sunny.<br>It's usually very hot in the jungle.                                  | Weather<br>Days of the week   | 1 Whack<br>2 Which day?<br>3 Which picture?               |
| 12<br>My jungle poster (Review Topics 9–11)      | <b>Topics 9–11 vocabulary</b>  | Topics 9–11 structures  |   | 1 Matching game<br>2 Spelling bee<br>3 Which picture?     |
| 13<br>In the bathroom                            | <b>New</b> – shower, toothbrush, towel<br><b>Bathroom</b> – bath, boat, brush, cupboard, open, teeth, toy duck, wash, window   | Vicky and Ben are brushing their teeth.<br>There are two pink towels on the floor.<br>The red duck is fatter than the yellow duck.                        | The home  | 1 Snap<br>2 Yes or no<br>3 Colour me                      |
| 14<br>Up and down                                | all, flat, lift, noise, parents,<br><b>Adjectives</b> – angry, bored, loud, quiet<br><b>Rooms in a house</b><br><b>Prepositions</b> – inside, outside, up, down, into  | Dan and Grace were bored because it was raining and they had to stay inside.<br>“Go outside!” said Katie.<br>They're going up and down in the lift.       | Present simple<br>Present continuous<br>Past simple<br>Prepositions<br>Adjectives | 1 Gong<br>2 Picture story<br>3 Jumbled sentence           |
| 15<br>Grandma and grandpa                        | Grandma, Betty, Grandpa, George, video<br><b>can &amp; could for ability</b><br><b>Verbs</b> – catch, climb, dance, hop, jump, kick, run, skip, sing, throw  | My grandma is called Betty.<br>I could dance all night when I was young.<br>Now you can't dance. But you can make wonderful chocolate cake!               | is called<br>Can('t) for ability<br>Could for past ability                        | 1 Gong<br>2 Comic story<br>3 Which word?                  |
| 16<br>What are they doing? (Review Topics 13–15) | <b>Topics 13–15 vocabulary</b>   | Topics 13–15 structures   |   | 1 Hangman<br>2 Trivia 2<br>3 Odd one out                  |
| 17<br>On the farm                                | difficult, easy, fell off, trip<br><b>Days of the week</b><br><b>Farm</b> – countryside, cow, farm, farmer, field, goat, grass, horse, milk (verb), sheep, sheep dog, river                                  | It was my first time on a farm.<br>On Tuesday we rode a horse around the farm. It was difficult. Teeny fell off!  | The world around us<br>Days of the week<br>Past simple                            | 1 Matching game<br>2 Which day?<br>3 Listen and type      |
| 18<br>At the factory                             | <b>New</b> – homework, factory, grass, internet, lorry, mix, supermarket, website  | I have to write about making cheese for my homework.<br>First the cow has to eat a lot of grass. Then the farmer milks the cow.                           | Present simple<br>General vocabulary  | 1 Matching game<br>2 Cloze<br>3 Odd one out               |
| 19<br>Yuki's dream                               | <b>New</b> – awake, dream, dressed up, everyone, famous, movie star, nightdress, pretty, put on, take off, tired<br>beautiful, dress<br><b>Verbs</b> – call, carry, go, is (to be), love, shout, sing, write | Yuki was tired.<br>She dreamed she was a famous movie star.<br>She sang lots of songs.<br>She wasn't famous. She was wearing her pink spotted nightdress. | Regular and irregular verbs (past tense)  | 1 Tic tac toe<br>2 Picture story<br>3 Spot the difference |
| 20<br>What did they do? (Review Topics 17–19)    | <b>Topic 17–19 vocabulary</b>  | Topic 17–19 structures  |   | 1 Snap<br>2 Say the right thing<br>3 Feed the monster     |

# Topic 3 Be careful

### Objective:

By the end of the lesson the children will be able to (1) use the present simple and present continuous tenses with confidence, (2) use some adverbs and (3) use vocabulary related to health and body.

### Key language:

back ★ gym ★ hurt ★ neck ★ shoulder ★ stomach

**Adverbs** – carefully ★ quickly ★ slowly

**Action verbs** – fall ★ jump ★ run

**Parts of the body** – arm ★ hand ★ head ★ feet ★ leg

### Language model

There are seven people in the school gym. Jamal is falling off the box. Zoe is running very quickly around the gym.

Jamal, why did you fall off the box? I didn't look carefully when I jumped on the box, Miss White.

What's the matter with your leg?

### Presentation

#### What are they doing?

Focus on the Student's Book picture in the task and elicit the different action verbs using the present continuous, e.g. "What's Jamal doing?", "Who's jumping?".

– Student's Book p.8–9

#### Write the answer.

Elicit the first answer from the class and model writing it in the correct place. Put the children into pairs to complete the task. Monitor and assist then do open-class feedback by asking each question and eliciting the answer.

– Student's Book p.8–9

– Pencils or pens

#### Who gets hurt? Write the name.

Explain the meaning of 'hurt'. Then ask the children to look again at the scenes and say who gets hurt. Elicit the spelling of 'Jamal' before asking them to write it. If time allows, encourage the children to tell you why they think he gets hurt (not jumping carefully).

– Student's Book p.8–9

– Pencils or pens

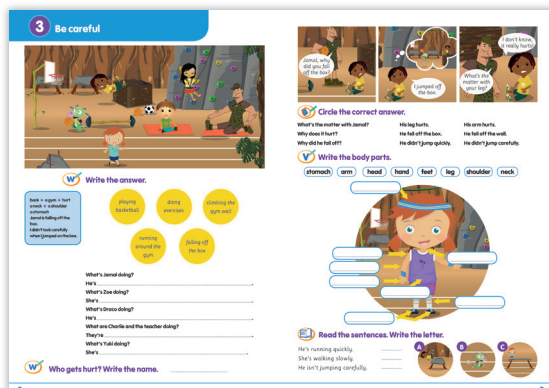
### Picaro games

Today's games on [www.picaroworld.com](http://www.picaroworld.com):

- 3.1 Picture drag
- 3.2 Hotspot click
- 3.3 Listen and type

You can find game descriptions on pages 52–55 of this book.

### Student's Book



STUDENT'S BOOK P.8–9

## Practice

### Key activities

#### Circle the correct answer.

Read the dialogue with the class. Then ask volunteers to act out the roles. When they have done this several times, put the children into pairs to complete the task. You may need to clarify ‘fell off’ and ‘why’ before you do this. Encourage the children to provide extended feedback by saying “His leg hurts because he fell off the box.” This is a good opportunity to clarify how to use ‘why’ and ‘because’.

- Student’s Book p.8–9
- Pencils or pens

#### Write the body parts.

Briefly review body parts by doing some TPR (Total Physical Response), e.g. touch your arm, touch your left leg, and touch your shoulder three times and name the body parts as you do it. Instruct the children to complete the task in pairs then do open-class feedback.

#### Let’s talk

Ask the children to tell you about activities that they do quickly, slowly or carefully, e.g. running quickly, eating slowly and writing carefully.

- Student’s Book p.8–9
- Pencils or pens

**IWB tip:** Source some typical games for the ‘Let’s talk’ task and get the children to tell you what parts of the body are used. For example, skipping (legs and arms), jumping (legs) or playing tennis (arm and legs).

#### Picaro games

The children play Picaro games 3.1, 3.2 and 3.3 to practise today’s language.

- [www.picaroworld.com](http://www.picaroworld.com)
- Computers

### Optional practice activities


Choose one or more suitable activities for your class to complete the practice element of your lesson:

#### Creative learning

Divide the children into groups of four. Get the children to invent some instructions for an exercise that their classmates can do in class. You may need to give some example verbs they can use or instructions such as “Move your legs slowly then touch your head.” and “Stand on one foot then touch your arm.” When they are ready, ask groups to give instructions for the others to follow.

#### Downloadable activity

Put the children into pairs. Hand out the be careful worksheet and ask them to answer the questions by choosing the correct words from the box above. When finished, do open-class feedback.

- Be careful worksheet 
- Pens or pencils

#### Language extension

Write the vocabulary from this lesson (see key language) on the board and ask the children to choose a word and create a sentence around it.

## Consolidation

### Read the sentences. Write the letter.

Put the children into pairs to complete the task. Monitor and assist then do open-class feedback.

- Student’s Book p.8–9
- Pencils or pens

If time allows, do another TPR activity. Tell the children to choose one of the avatars and ask the rest of the class to follow the instruction in the style of that avatar, e.g. “You’re Zoe, you walk slowly.”



### Teaching tips

- Integrating TPR (Total Physical Response) into your lessons allows the children to do more kinaesthetic task types and release energy.